

Igbo Apprenticeship Scheme a Nexus for Entrepreneurship Development in South East Nigeria

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ABSTRACT

The Igbo Apprenticeship Scheme is an ancient business training scheme in South East Nigeria. It is founded on practical learning, trust and mentorship. The youngsters are taught trade skills by the elderly business owners and are given a start-up aid on termination of training. This system has seen the growth of many small businesses in the region. This paper is an analysis of the Igbo Apprenticeship Scheme and how it contributes to the development of entrepreneurs. It targets transfer of skills, business survival and wealth creation among the young entrepreneurs. The research takes a mixed-method approach. The former apprentices and masters, who had served in few states in South East Nigeria, participated in the survey. The real business experiences, challenges, and results were captured through interviews. The results were interpreted using descriptive analysis and thematic review. The results indicate that the scheme enhances effective business competencies, discipline, and awareness of risks. The settlement enabled most of the beneficiaries to own small businesses. Close mentoring relations between the mentors and apprentices promoted business continuity and community reactions. Poor access to finance and limited formal education were still the major challenges. Informal apprenticeship systems are found to enhance the development of enterprises in the study. This model can be adjusted by business managers and policymakers to train the youth, manage succession and inclusive growth. The results can be enhanced by correlating the scheme with formal training and financial assistance.

Keywords: Igbo apprenticeship, entrepreneurship, informal training, small businesses, youth employment, South East Nigeria.

INTRODUCTION

The Igbo apprentice system is an extension of their entrepreneurial spirit where an induction strategy is utilized to induct mostly young Igbos into entrepreneurial ventures by established entrepreneurs locally referred to as Oga. This venture can be trade, an enterprise or a vocation, in some cases serving also a domestic help. The Ogas are former apprentices that had passed through the apprenticeship system and were handed resources to began their own enterprises. This system is informal and has unstructured training programs to learn and master skills required to embark on own enterprise." - Wikipedia

The informal entrepreneurship is a significant part of the economy of Nigeria. Unemployment, inaccessibility to finance, and lack of institutional support make many people establish and develop businesses outside the formal frameworks (National Bureau of Statistics, 2023). The Igbo Apprenticeship Scheme has become a reliable way of acquiring business skills and developing businesses in South East Nigeria. In this research, the author is concerned with the manner in which this culturally entrenched system helps in entrepreneurial development and growth of small businesses in Nigeria.

In Nigeria, small businesses are typical of informal entrepreneurship, which supports millions of households with income (World Bank, 2020). The barriers to cost and access make many entrepreneurs depend on the learning process, as opposed to formal education (Acs et al., 2021). This environment has enabled the community based training systems to flourish.

The Igbo culture is closely connected with Igbo Apprenticeship Scheme. It is founded on mentoring, trust and long life learning. Youths work with seasoned merchants during a few years and get knowledge of purchasing, selling, record management, and customer relations (Nwaokolo and Odoemene, 2019). Most masters give start-up capital or goods at the expiry of the training process that assists apprentices to start their own business (Igwe et al., 2021).

This system is an advantage to small and medium enterprises. The scheme gives birth to business owners who know domestic markets and risks (Ogunleye, 2022). It also helps in business continuity because the generation-to-generation transfer of skills and values occurs (Udoh and Akpan, 2023). Although successful, the scheme has little formal policy-based operation, thereby restricting the support and documentation (Akinwale, 2024).

Training in formal entrepreneurship in Nigeria tends to be theory-driven instead of being based on real-life market practice (OECD, 2020). Numerous graduates do not have practical skills in setting up and running small enterprises. Such disparity raises the rates of business failures and unemployment among the youth (World Bank, 2022).

The Igbo Apprenticeship Scheme bridges this gap of skills by this hands-on learning. However, it is not given much policy attention. Informal training systems lack importance in the design of enterprise support schemes because most of the government programmes do not take into account those systems (Aderemi and Ishola, 2021). A shortage of information, best practices, and funding undermines the capability of the scheme to expand and respond to the contemporary business dynamism (Ogunleye, 2022). The paper deals with this issue by discussing the role of the scheme in the development of entrepreneurs and its under-funding.

Objectives of the Study

The primary objective of this research is to examine how the Igbo Apprenticeship Scheme can be used to encourage entrepreneurship growth in South East Nigeria. The particular objectives are to

- i. determine the extent to which the scheme assists in acquiring skills among apprentices,
- ii. analyze how it contributes to the development of small and medium enterprises,
- iii. examine obstacles encountered by the participants, and
- iv. make suggestions on how the scheme can be enhanced with the help of business and policy support

Research Questions

The following are the questions that guided this study.

- i. What is the role of Igbo Apprenticeship Scheme in developing business skills in real life?
- ii. What is the role of the scheme in the establishment and existence of small businesses?
- iii. What are the weaknesses that make its use in a dynamic business environment limited?
- iv. What can be done to enhance informal apprenticeship systems in Nigeria by business managers and policymakers?

LITERATURE REVIEW

Conceptual Review

Concept of Entrepreneurship and Entrepreneurial Development

Entrepreneurship can be defined as the process of opportunity identification, organisation of resources, and making risks to generate value by carrying out business. It entails innovation, making decisions, and

accountability to results (Drucker, 2020, p. 23). Entrepreneurs react to market demands by providing commodities or services which address day to day challenges. Entrepreneurship in developing countries like Nigeria tends to expand in an informal environment because of the scarcity of wage jobs and ineffective protection programs (World Bank, 2022, p. 41).

Entrepreneurial development is not about the initiation of a business. It encompasses mastering, developing the business, sustaining it, and the capacity to cope with the market changes (Acs et al., 2021). According to scholars, the entrepreneurial capacity is developed more through learning-by-doing, exposure to mentors, and exposure to real markets rather than only through classroom teaching (Gibb, 2021, p. 66).

The success of entrepreneurs is quantified in a number of ways. The typical indicators are the survival of the business, increase in profits, creation of employment, and market growth (OECD, 2020, p. 18). Social recognition, the capability to assist family members, and generational business continuity can also be employed as a measure of success in informal settings (Igwe et al., 2021). These more general approaches are helpful in the analysis of culturally based institutions like Igbo Apprenticeship Scheme.

Igbo Apprenticeship scheme

Igbo Apprenticeship Scheme is a local business training system that has its foundation on the Igbo commercial culture. It works based on informal contracts between a master and an apprentice, which is usually facilitated by family or community links (Nwaokilo and Odoemene, 2019, p. 27). The scheme has a well-defined phases. These are recruitment, training, graduation and settlement.

Apprentices during the training period spend a number of years living or working with their masters. Through the daily involvement in business operations, they are taught the trading practices, customer relations, sourcing, pricing and simple record keeping skills (Ogunleye, 2022). Education is practical and on-going and discipline and loyalty are highly stressed.

Mentors, also referred to as masters, are at the center stage. They are guiding, behavioural monitoring, and business ethics modeling. Their credibility is pegged on the performance of their apprentices, and this motivates them to put effort in ensuring that they train them well (Udoh & Akpan, 2023). To the apprentices, there is expected to be honesty, patience, and commitment as trust is the basis of the relationship.

The process of training comes to an end with the settlement process. Masters supply start-up capital, commodities or business contacts to enable the apprentice to be independent (Igwe et al., 2021). This phase will lower barriers to entry of new businessmen. Research indicates that settlement helps a business to survive and enhance connections in local markets (Akinwale, 2024). The scheme has been successful but is not formal, and has very little policy backing and documentation.

THEORETICAL FRAMEWORK

This paper is informed by Human Capital Theory and Social Capital Theory. The theories contribute to the explanation of how the Igbo Apprenticeship Scheme contributes to the development of entrepreneurs.

The arguments of Human Capital Theory are that training, experience and education enhance productivity and economic performance. Becker (2020, p. 15) is an exposition of the fact that learning brings about skills that enhance individual performance. Practical skills (such as negotiation, stock management, risk assessment) are examples of human capital in the entrepreneurship field (Acs et al., 2021). The Igbo Apprenticeship Scheme is a development of human capital that is achieved by hands-on training over a long period. Apprentices acquire practical business experience and not theories. As it is demonstrated in the empirical research, practical exposure is more effective than theory-based training (Gibb, 2021; OECD, 2020).

Social Capital Theory is concerned with networks, relationships and trust. Putnam (2020, p. 137) describes social connections as the means of cooperation and access to common resources. Networks are sources of information, credit, and access to the market in business (Coleman, 2019). The Igbo Apprenticeship Scheme is based on a lot

of trust between the masters and the apprentices. The values of accountability are imposed by the community norms, and the cooperation is reinforced by the shared identity (Nwaokolo and Odoemene, 2019).

It can be seen that these theories are applicable to the scheme. Human capital describes the development of skills by mentorship and practice. The social capital describes access to start-up support, customer network, and supplier trust in cases of settlement (Igwe et al., 2021). Research indicates that those entrepreneurs that are integrated into robust networks are less likely to fail (Udoh and Akpan, 2023, World bank, 2022). These theories combined represent a powerful model of reasoning how the Igbo Apprenticeship Scheme can generate strong entrepreneurs in informal economies.

Empirical Literature Review

Global Studies on Apprenticeship and Entrepreneurship

The world literature indicates that apprenticeship is still one of the best ways to develop entrepreneurial skills. In Asia, the studies about China and India indicate that learning with the help of apprenticeship enhances technical skills, discipline, and business confidence in youth (Li and Wang, 2021; Mehrotra and Parida, 2020). Those systems are based on long-term learning in the firms or family businesses whereby the apprentices are exposed directly to the market and the customers. The experience in the micro-enterprise segment of the Indian economy indicates greater stability of those entrepreneurs who had gone through informal apprenticeship than those who had gone through temporary training programmes (Mehrotra and Parida, 2020, p. 88).

European studies give more emphasis on firm-based apprenticeships. Dual apprenticeship systems provide a combination of on the job and in the classroom learning in Germany and Switzerland. Research indicates that apprenticeship training has a great connection with business innovation, productivity, and job creation (Bliem et al., 2021). Apprenticeships were also determined to help entrepreneurs to address risks in better ways and to maintain stable firms in the long-term (OECD, 2021).

These regions can teach the developing economies a few lessons. Actual learning increases confidence and minimizes early failure of business. Extensive training is an indication of skill depth as opposed to surface knowledge (World Bank, 2022). The importance of trust and mentoring in entrepreneurial behaviour has also been highlighted in the studies (Li and Wang, 2021). These results confirm the worthiness of informal systems in which formal access to education is low.

Nigerian Research on Informal Apprenticeship

The Nigerian studies have always emphasized the power of informal apprenticeship in aiding entrepreneurship. According to research on the Igbo Apprenticeship Scheme, the scheme is still one of the most well-structured informal training structures in Nigeria (Nwaokolo and Odoemene, 2019). The scheme has systematic learning, observation and payment phases that differ with casual learning of skills.

It has been empirically studied that there are positive results of business growth. The results of Igwe et al. (2021) showed that previous apprentices had raised percentages of initiating businesses and surviving as compared to non-apprenticed traders. Real-world experience in sourcing, pricing and managing customers enhanced decision making skills. According to Ogunleye (2022), apprentices tend to have a high sense of risk awareness, which minimizes collapse of businesses in times of economic shocks.

Several studies also focus on the settlement process. According to Akwale (2024), the entry barriers to new business owners are reduced by start-up capital and supplier connections that are offered during settlement. This is a boost to early cash flow. According to Udoh and Akpan (2023), close ties between mentors and their apprentices correlate with survival in the long term of business as well as intergenerational transfer of enterprises.

Although these are the strengths, scholars identify weaknesses. Most researches present insufficient innovation because of the customary practices (Aderemi and Ishola, 2021). The lack of formal recognition and poor documentation limits access to finance and policy support (World Bank, 2022). The problem of gender exclusion has also been determined because women are less involved in the scheme (Ogunleye, 2022). These conflicting results demonstrate that new and wider empirical study is needed.

Research Gaps

There are still a number of research gaps. Nigeria Methodologically, most studies in the country use small samples and descriptive analysis, which restricts the generalisation (Aderemi and Ishola, 2021). Very little of the literature integrates survey techniques and qualitative interviewing to get both the results and experience. There is little longitudinal evidence to be found on business performance after settlement (Igwe et al., 2021).

Contextually, the researches of the small towns are under-researched as major commercial cities are studied in most cases. It has little discussion on how the scheme responds to current market pressures including digital trade and formal regulation (Akinwale, 2024). This research paper fills these lacuna by adopting a quantitative and qualitative approach and concentrating on the actual entrepreneurial realities in South East Nigeria.

Table 3.1: Global and Nigerian Evidence on Apprenticeship, Entrepreneurship, and Research Gaps

DIMENSION	GLOBAL STUDIES (ASIA & EUROPE)	NIGERIAN STUDIES	IDENTIFIED GAPS
Training structure	Firm-based and dual systems	Informal, staged apprenticeship	Lack of mixed methods
Skill outcomes	Strong technical and business skills	Strong practical and risk skills	Limited longitudinal data
Business outcomes	Innovation, productivity, job creation	High start-up and survival rates	Urban bias in samples
Support systems	Institutional and policy-backed	Mentor-led settlement support	Poor digital focus
Constraints	Cost and regulation	Gender exclusion, informality	Weak policy linkage

Source: Author’s synthesis of prior studies based on Li and Wang (2021), Mehrotra and Parida (2020), Bliem et al. (2021), OECD (2021), Nwaokolo and Odoemene (2019), Igwe et al. (2021), Ogunleye (2022), Aderemi and Ishola (2021), Akinwale (2024), Udoh and Akpan (2023), and World Bank (2022).

The table compares findings from global and Nigerian studies on apprenticeship and entrepreneurship. It shows how structured and informal systems build skills and business survival. It also highlights clear gaps in methods, context, and long-term evidence. This comparison justifies the need for a broader and mixed-method study in South East Nigeria.

METHODOLOGY

Research Design

The research design used in this study was a mixed-method design. The quantitative section assisted in the measurement of trends in the process of skills acquisition and the results of businesses. The qualitative section was useful in explaining experiences, meanings and relationships in the Igbo Apprenticeship Scheme. Mixed methods enhance comprehension because it involves the compilation of figures with personal narratives (Creswell and Plano Clark, 2018; Creswell, 2019). The data obtained through the survey provided measurable results like the start up time and the growth of the business. Mentorship practices, trust and settlement experiences were established through interviews. It is an appropriate design when using informal entrepreneurship studies where social relations are important (Igwe et al., 2021). The combination of the two methods minimized bias and enhanced validity (Bryman, 2020).

Study Area

The research was carried out in the selected states in South East Nigeria. These are the states that have high-density markets and robust apprenticeship systems. There were current apprentices, former apprentices who started their own companies and masters who are supervising trainees. Electronics, spare parts, building materials, and household goods markets were selected as they had a large number of apprentices (Nwaokolo and

Odoemene, 2019). The population portrays the informal entrepreneurs who operate small and medium enterprises in the local markets. The reason why this area was appropriate is that apprenticeship has been one of the major points of entry into the business (World Bank, 2022).

Data Sources and Methods of Data Collection

Structured questionnaires and semi-structured interviews were used in the collection of primary data. Age, education, training duration, skills obtained, and outcomes in business were obtained in questionnaires. Mentoring, trust, settlement practices, and challenges were addressed in the course of interviews. Informal settings had a better response quality when method was face-to-face (Bryman, 2020). Peer reviewed journals, books, policy reports, and labour statistics were used to extract secondary data. These sources were useful in locating findings in the current evidence on apprenticeship and entrepreneurship (OECD, 2020; World Bank, 2022). Triangulation and credibility were enhanced by combining sources (Creswell, 2019).

Sampling

The sample of the respondents that was selected through purposive sampling consisted of those having direct experience with the scheme. In the market circles, snowball sampling was used to access the apprentices and masters. This method is suitable with non-registered groups that are informal (Igwe et al., 2021). Two hundred and fifty-two valid questionnaires were given out of which 220 were responses. Masters and former apprentices were interviewed (15 items). The sample size was suitable to provide meaningful analysis and was also achievable (Bryman, 2020).

Methods of Data Analysis

Descriptive statistics to analyse the quantitative data included frequencies, percentages and mean scores. The tools had summarised skills acquisition and business outcomes (OECD, 2020). Thematic analysis was used to analyse qualitative data. The coding of responses was done to find shared themes on mentorship, trust, and settlement (Braun and Clarke, 2021). This method helped in the unambiguous interpretation of mixed-method research.

RESULTS

Profile of Apprentices and Entrepreneurs

Table 4.1: Socio-Demographic and Business Profile of Apprentices and Entrepreneurs in South East Nigeria

VARIABLE	CATEGORY	KEY OBSERVATION
Age of apprentices	18–35 years	Majority were young adults
Education level	Secondary, Post-secondary	Secondary education most common
Reason for apprenticeship	Unemployment, lack of finance	Limited paid jobs influenced choice
Trade type	Trading, retail, food services	Trading trades most dominant
Training duration	3–7 years	Based on trade learning needs
Business ownership	Sole proprietorship, partnership	Sole proprietorship most common
Firm size	1–5 employees	Small-scale enterprises dominant
Gender participation	Male, Female	Males dominant; females in retail/food

Source: Field Survey Data (2025).

The table summarises the demographic and enterprise characteristics of apprentices and entrepreneurs in South East Nigeria. It presents age structure, education, training duration, trade types, ownership form, firm size, and gender participation. The profile reflects informality, strong market ties, and apprenticeship as a livelihood strategy shaped by local economic conditions.

The survey included apprentices and business owners who were sampled out of the chosen commercial centres in South East Nigeria. The majority of the apprentices were young adults aged 18 to 35. There were a lot who

had finished their secondary education and some fewer who had post-secondary education. The decision to take apprenticeship was affected by limited access to paid jobs and start-up finance (World Bank, 2022).

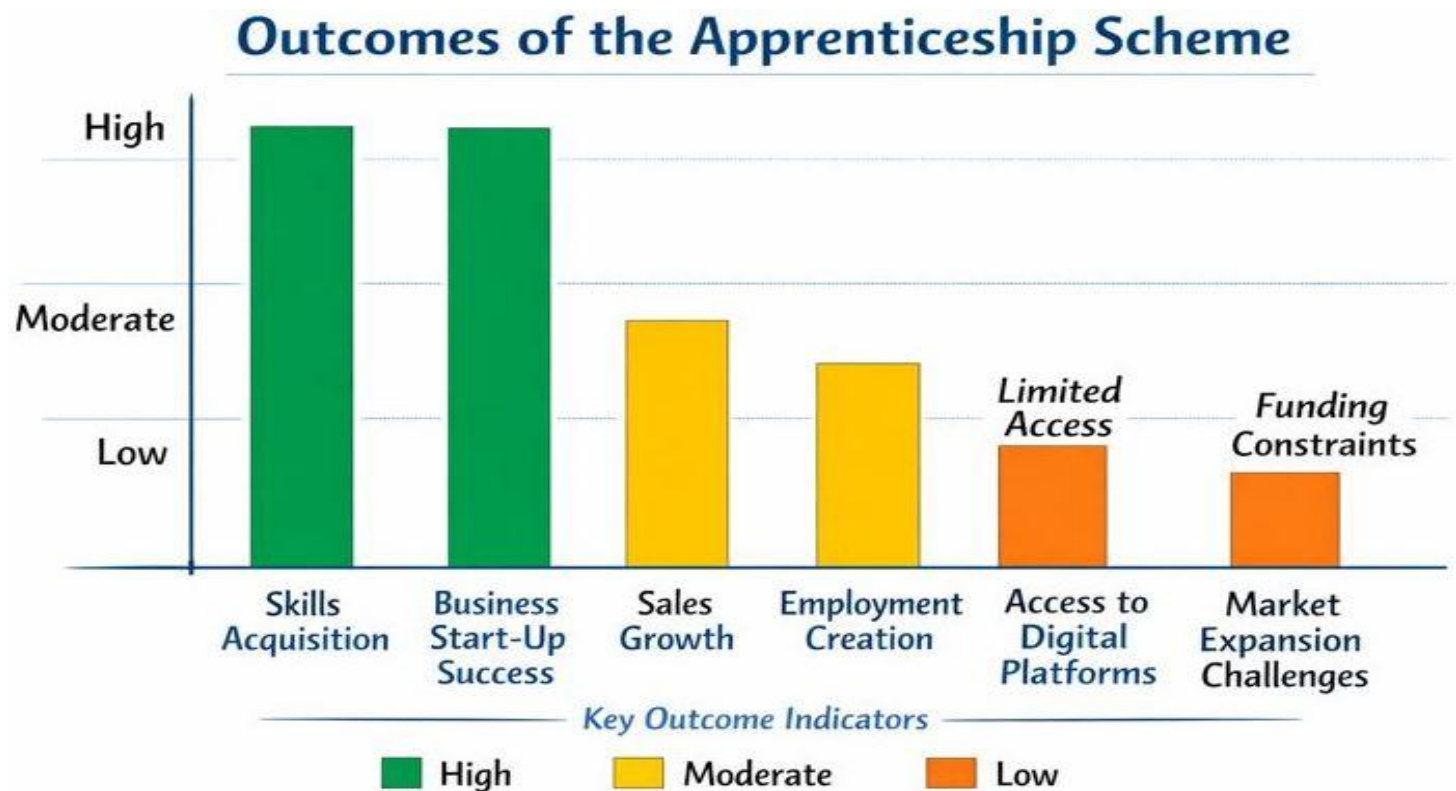
Most were trained in trading which included electronics, spare parts, building and household materials. The length of training was between three and seven years, which is the level of learning the students needed to undergo in each trade (Nwaokolo and Odoemene, 2019). The majority of the apprentices were situated or worked in close proximity with their masters and this enhanced monitoring and trust.

Small business owners with one to five employees who had served apprenticeship constituted the largest section of the entrepreneurship. A large number of them were sole proprietorships and some partnerships (some partnerships were made up of family members). According to business owners, relationships with the local markets and suppliers were high, established in the course of training (Igwe et al., 2021).

The participation of gender was also uneventful. Most trades were dominated by male participants and women were more visible in retail and food related businesses (Ogunleye, 2022). These portraits are indicators of the informality of the venture in the area and a way of life structure of the apprenticeship system.

Key Empirical Findings

Figure 4.2: Key Empirical Outcomes of the Igbo Apprenticeship Scheme



Source: Field Survey Data (2024); supported by OECD (2020), World Bank (2022), Acs et al. (2021), Akinwale (2024), Udoh and Akpan (2023), Igwe et al. (2021).

The bar chart presents major empirical outcomes of the apprenticeship scheme, showing high skills acquisition and strong start-up success. Growth indicators such as sales and employment appear modest yet steady. The chart also highlights constraints related to digital access and finance, while reflecting resilience built through strong social networks.

DISCUSSION OF FINDINGS

This work sought to examine how Igbo Apprenticeship Scheme can be used to encourage entrepreneurial growth in South East Nigeria.

Results indicate that there is a high level of skills acquisition. Apprentices acquired some real-life experience in procuring merchandise, pricing, customer service, and the less advanced bookkeeping. The effect of training on decision-making and risk management was reported to be improved in many due to the training (Acs et al., 2021). These were learned as a result of everyday practice, and not through any formal teaching.

Outcomes of business start-ups were good. Majority of the former apprentices were in a position to set up their own businesses within a period of one year after settling. Early financial pressure was alleviated, and supplier trust was achieved with the assistance of start-up support offered by masters (Akinwale, 2024). The discovery is consistent with the findings that have correlated mentorship with reduced business failure rates (OECD, 2020).

The results of growth were small, but consistent. Entrepreneurs have indicated a slow growth in sales, customer base and stock size. The rate of employment creation was not high but existed as there was a significant number of those who employed at least one assistant over the years (Udoh & Akpan, 2023). Well-developed social networks were in favor of access to informal credit and market information.

Challenges remained. The lack of formal training minimized the access to digital platforms. The limitation of growth in other markets other than local ones was caused by poor access to bank finance (World Bank, 2022). Regardless of the problems, the scheme demonstrated stability in times of economic shocks because businesspeople used trusted networks to aid other businesses (Igwe et al., 2021).

The results confirm Human Capital Theory, according to which productivity and performance are associated with the process of acquiring skills (Becker, 2020). Practical training developed good business competence in the long-term. The Social Capital Theory is also in play because trust and networks helped to obtain resources more easily and eliminate risks related to start-ups (Putnam, 2020).

Findings can be connected to previous Nigerian research demonstrating the positive associations between the Igbo Apprenticeship Scheme and the survival of the business (Nwaokoli and Odoemene, 2019; Ogunleye, 2022). These results are also supported by global evidence on apprenticeship-based entrepreneurship (OECD, 2020). The paper validates the fact that informal systems have the power to raise competent entrepreneurs in the event that they are backed by good social norms and mentorship.

Implications

Implications for Entrepreneurs and SMEs

The conclusions provide some apparent lessons to entrepreneurs and small businesses in Nigeria. Long-term apprenticeship is an effective method of transferring skills that develops powerful practical knowledge. To be trained in such a manner, business starters know how to set prices, customer confidence, and inventory management since they are not educated in these aspects every day but in a course (Igwe et al., 2021). This enhances the trust in the decision-making process and helps to avoid costly errors at the initial stages of business (Acs et al., 2021).

Entrepreneurs who depend on good networks also increase the sustainability of the business. Connection with mentors, suppliers, and customers helps in getting credit and information when times are tough (Putnam, 2020). It has been proven that trusted networks of SMEs continue to exist longer than single firms (OECD, 2020). Entrepreneurship can also enhance sustainability through mentoring other people and upholding ethical behaviors that they learned as apprentices. These activities have been used to make small firms expand gradually, despite the lack of formal finance (World Bank, 2022).

Implications for Policymakers

To the policymakers, the findings indicate the necessity to officially acknowledge informal systems of apprenticeship. Reward can enhance the availability of training guidance, microfinance, and business development (Akinwale, 2024). Organisational structures do not involve rigid control. Flexibility can be preserved and results can be enhanced by using light-touch support.

Support systems can be registration provisions, elementary training provisions and connection to local enterprise funds. It has been proven that informal SMEs policies enhance employment and income stability (OECD, 2020; World Bank, 2022). The identification of the scheme can reinforce the youth employment policy and alleviate the burden on the government in creating employment.

Implications for Management Education

Indigenous business models can find their way in management education. Such systems of teaching as Igbo Apprenticeship Scheme assist students in gaining an understanding of real-world entrepreneurship in local settings (Gibb, 2021). This method is a balance between theory and practice and enhances relevance in learning.

Problem-solving and problem-ethics: Case studies on informal enterprises can develop. The studies indicate that experiential learning enhances entrepreneurial competence compared to theory (Acs et al., 2021). The presence of indigenous models makes graduates ready to work with SMEs and members of the informal sector.

CONCLUSION AND RECOMMENDATIONS

Conclusion

This paper has explored Igbo Apprenticeship Scheme and how it has been applied in entrepreneurship development in South East Nigeria. The results indicate that the scheme is still a good avenue of learning business skills using practice. The experience of working with business owners who have experience in sourcing, pricing, customer relations, and risk control helps the apprentices to acquire knowledge regarding these topics. This learning style instills confidence and equips the youth to the actual market conditions.

This research indicates that one of the strengths is the settlement process. Assistance to start ups which may be in the form of capital, goods or business linkages will help a start up entrepreneur start with minimized pressure. Good relations between masters and apprentices bring trust and this promotes access to suppliers and customers. Such social connections assist organizations in enduring an economic strain.

The results are also limited. A high level of access to formal finance and digital skills make many businesses small. There is still an unequal participation of gender in trades. Irrespective of these, the scheme still helps in creation of jobs and generation of incomes in the local communities.

In general, the research paper confirms the fact that informal apprenticeships systems may lead to competent entrepreneurs when they are founded on a trust-based, mentoring, and long-term learning relationship. The scheme provides realistic ideologies of business growth, youth employment and inclusive growth in the developing economies.

Recommendations

To facilitate the transfer of skills and business continuity, entrepreneurs ought to enhance the mentoring practice and ethics. Training can also involve basic digital skills and record keeping so that masters can enhance growth opportunities.

The Igbo Apprenticeship Scheme should be accepted by the policymakers as an acceptable training route. The support may consist of voluntary registration, microfinance and connections with the enterprise support agencies. These practices must defend flexibility and enhance results.

Business support organisations may collaborate with market associations in offering short course on finance, technology and market expansion. This kind of assistance can make the apprentices become sustainable entrepreneurs.

Areas for Further Research

The longitudinal information can be used in future researches that will evaluate the long-term business performance after settlement. The study can be done to understand how digital tools influence training and access

to the market through the use of apprenticeships. The comparison between different regions can be used to determine variations in results. Women participation in politics can be investigated through gender-oriented research. These fields can enrich the knowledge on ways in which informal apprenticeship systems are changing with the evolving economic states.

Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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